



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

THE CLASSICAL WEEKLY

Entered as second-class matter November 18, 1907, at the Post Office, New York, N. Y., under the Act of Congress of March 3, 1879

VOL I

NEW YORK, MAY 23, 1908

No 29

We have still remaining a few copies of all numbers of Vol. I. except Nos. 1 and 3. We shall be glad, to send these, so long as they last, to subscribers who wish to make their files complete, on receipt of a one cent stamp for each issue desired.

Throughout the year the editors of The Classical Weekly have sought in these columns to give expression to thoughts which should be of service to classical teachers, either in the field of pedagogics or in the way of strengthening the faith that was already in them. As was said on another occasion (p. 137) the utterances of the editors themselves might perchance carry less weight, as being the words of men professionally interested in the Classics. In this closing number, then, we shall quote men whose primary interest is in other subjects. In so doing we shall reproduce part of a very suggestive address delivered by Professor Mitchell Carroll, of the George Washington University, Washington, D. C., before the Assembly of that University on March 3 last (the address is printed in full in The University Hatchet, published at the University).

Finally, we have to consider literature, the expression of man's highest aspirations, the immortal record of the human spirit handed down through the ages. From the assimilation of the spirit of great men as preserved in their works, our own intellectual horizon enlarges, and by the mastery of language, the vehicle of literature, we ourselves acquire the means of giving expression to our own spiritual life in a way to make us of service to our fellows.

This leads us, then, to a selection from the great body of languages—Hebrew, Greek, Latin, German, French, Italian, Spanish, Russian—of the one so related to our own literature, that it may be regarded as for us the fundamental language. In selecting this fundamental language and literature, the voice within bids me refrain from expressing an opinion, so permit me to leave the decision to a jury composed of eminent men, none of whom are classical scholars.

1. First of all, let me again quote President Woodrow Wilson:

"It happens that Latin is the medium, so to say the background—almost the substance—of so many modern languages, that it is in a sense indispensable. Let him choose one language besides the Latin—let it be Greek or let it be Spanish; it does not make any difference whether it is a modern language or an ancient language, but one language besides Latin—let him swim from first to last in the atmosphere of Latin, and then let him choose one language besides Latin".

2. Says President Schurman, of Cornell, a man of affairs: "As to the humanities, I am unwilling to dogmatise, for no one can study all the languages, literatures, history and political science now offered at our universities. I put first, however, the English language and literature and the history of our own country. And next to these, with due regard to both the rights of ancient civilization and the demands of modern, I would put one ancient language and one modern; and I think there is at once scholarly and practical wisdom in the popular instinct which all over the country in our high schools is selecting Latin and German for the place of pre-eminence".

3. Let me now quote from the famous inaugural address of John Stuart Mill, philosopher and scientist: "Scientific education teaches us to think, and literary education to express our thoughts. * * * But if it is so useful to know the language and literature of any other cultivated and civilized people, the most valuable of all to use in this respect are the languages and literature of the ancients. * * * Even as mere languages, no modern European language is so valuable a discipline to the intellect as those of Greece and Rome, on account of their complicated structure. * * * In these qualities the classical languages have an incomparable superiority over every modern language, and over all languages, dead or living, which have a literature worth being generally studied".

4. Palgrave, the late Professor of Poetry in the University of Oxford, once wrote: "The thorough study of English literature as such—literature, I mean, as an art, indeed the finest of the fine arts—is hopeless unless based on an equally thorough study of the literatures of Greece and Rome. When so based, adequate study will not be found exacting either of time or of labor. To know Shakespeare and Milton is the pleasing and crowning consummation of knowing Homer, Aeschylus, Catullus and Vergil, and upon no other terms can we obtain it".

5. Dr. C. H. Grandgent, Professor of Romance Languages in Harvard University, in a recent essay gives strong confirmation to the status of the Classics: "School study of the Classics furnishes not only an excellent basis for further work along the same line, but also the best foundation for studies of a different character; while modern language courses, in common with 'science' and other topics, far from fitting a pupil to take up new branches of study, do not adequately prepare him to continue what he has begun. It is likely enough that French and German as taught to-day are more effective than most of the other new studies, but they are still vastly inferior to the classics. * * * It can not be repeated too often that Latin instruction has been a success; for a thousand years or so it has been the one conspicuous success in the field of education". C. K.